Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ World History – Honors



**Unit 2 Assessment:**

**Comparing and Contrasting Western Europe and Japan in Era 1**

**WHAT ARE WE DOING?**

**OPTION A:**

*(Working in groups of 2-3 people)* Make either a podcast or a video comparing and contrasting Western European society and Japanese society in Era 1. In your comparison, address the critical thinking questions using the necessary topics and important details. Your video/podcast must be 4-7 minutes long. Share it with Mrs. Barroso by 8am on the due date.

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| **Critical Thinking Questions**  ***(questions you must address)*** | **Necessary Topics**  ***(topics you must include)*** | **Important Terms/Details**  **(*things you may wish to include—we’ll brainstorm this in class together)*** |
| 1. What was the ultimate source of power in this civilization? 2. In which society would you have preferred to live, and why? 3. What cultural traits made European society and Japanese society distinct? | 1. Geography 2. The role of religion 3. Feudalism, including:    1. What it “looked like”    2. Causes and effects    3. Expectations for behavior |  |

**OPTION B:**

*(Working individually)* Write an essay that answers the question below. Share the essay with Ms. Barroso by 8am on the due date.

*ESSAY PROMPT: Compare and contrast Western European society and Japanese society in Era 1, including the reason why you believe these societies were different. In your essay, include topics we have studied about Europe and Japan during this unit.*

**TIMELINE FOR ASSIGNMENT**

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| Tue-Fri, Dec 12-15, 2018 | Learn about Japanese Feudalism |
| Mon-Wed, Dec 18-20, 2018 | Work on Assessment |
| Tue, Jan 2-Thu, Jan 4, 2018 | Return to school! ***Nothing is due, but you will not have class time to work on your Unit 2 assessments.*** |
| Fri, Jan 5, 2018 | Assessments are due; present podcasts/videos. |

**HOW WILL IT BE GRADED?**

*\*This is a test grade.*

*\*The rubrics are on the next pages.*

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| **Rubric for Essay** | | | | |
|  | **6-5** | **4-3** | **2** | **1-0** |
| **Supporting Evidence** | Each paragraph is of high quality, and they directly reference multiple topics and offers accurate, sufficient and related support/ explanation. | Most paragraphs are of high quality, and most paragraphs reference multiple topics; there may be a few minor inaccuracies. | A few paragraphs are of high quality; there is some reference to topics, but much more supporting evidence is needed. | The paragraphs do not reference topics and/or uses very little supporting evidence. |
| **Analysis of the Content** |  | The paper consistently and effectively identifies connections among and within the topics and in doing so, it raises thoughtful ideas. | The paper identifies connections among and within the topics from time to time. | The paper does not show enough how the topics are connected to each other. |
| **Organization and Clarity of Ideas** |  | The writing is well-organized with a clear and complete thesis statement, clear topic sentences, and good transitions. | The paper is fairly organized, although it is missing 1-2 of the elements found in a well-organized essay. | The paper is disorganized, missing 3 or more of the elements found in a well-organized essay. |
| **Proving the Thesis Statement** |  | The author has written a thoughtful thesis that answers the prompt, and the essay fully proves and explains the thesis statement. | There is a thesis statement, but the paper needs to more directly answer, prove, and/or explain it. | There is not a clear thesis in the writing. |
| **Mechanics & Grammar** |  |  | There are minimal grammar, spelling, and punctuation errors. | 5 or more errors are present in grammar, spelling, and punctuation. |

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| **Rubric for Podcast/Video** | | | | |
|  | **6-5** | **4-3** | **2** | **1-0** |
| **Supporting Evidence** | The entire product directly references the **necessary topics** and uses accurate, sufficient and related **important terms/details.** | Most of the product is of high quality and references many of the **necessary topics** and some related **important terms/details;** there may be a few minor inaccuracies. | Discuss more of the **necessary topics** and include more **important terms/details*;*** there are many inaccuracies. | The product discusses very few/none of the **necessary topics**, and it does not include enough/any **important terms/details**; there are large inaccuracies. |
| **Analysis of the Content** |  | The product consistently and effectively identifies connections among and within the **necessary topics** and in doing so, it raises thoughtful ideas and addresses the **critical thinking questions** (see p. 1 of the assignment). | The product identifies connections among and within the **necessary topics** from time to time. It addresses some of the **critical thinking questions**. | The product does not show enough how the **necessary topics** are connected to each other. It does not address the **critical thinking questions**. |
| **Organization and Clarity of Ideas** |  | The product is well-organized with clearly presented content and ideas; as such, the audience learns something new. | The product is somewhat organized, although a bit more clarity of ideas would be helpful so that the audience can learn something new. | The product needs more organization and clarity of ideas! |
| **Creativity** |  | There is noticeable effort towards creativity; the podcast/video grabs the audience’s attention, keeps it, and effectively expands thinking. | There is noticeable effort towards creativity; the podcast/video generally grabs the audience’s attention. | The podcast/video presents much information, but it needs a more effective way to creatively present the information. |
| **Mechanics & Logistics** |  |  | The podcast/video is easily accessed without technical issues, and it is 4-7 minutes long; also, the speakers clearly and loudly speak throughout the whole production. | The podcast/video has minor technical issues, and/or it is much shorter than 4 minutes and/or it is very difficult to hear and understand the speakers. |